CURRICULUM APPROACHES

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*A curriculum approach shows the viewpoints of curriculum development and design, the role of the learners, the teachers, the curriculum specialists in planning the curriculum. It also includes the goals and objectives of the curriculum

*An approach to curriculum reflects the person's view of the world, including what the person perceives as reality, the values deemed important, and the amount of knowledge he or she possesses.

*It also reflects a holistic position or metaorientation,encompassing the foundations of curriculum, domains of curriculum (common and important knowledge within the field) ,and theoretical and practical principle of curriculum. An orientation expresses a viewpoint in relation to how curriculum is developed and designed, the role of the learner,teacher,and curriculum specialist in planning curriculum, and the important issues that need to be examined.

Some Examples of Division of curriculum approaches:

*BEHAVIORAL APPROACH

*MANAGERIAL APPROACH

*SYSTEM APPROACH

*HUMANISTIC APPROACH

1. **<u>BEHAVIOURAL APPROACH-:</u>**

It is anchored on the behaviourist principles based on the idea of Frederick Taylor whose aim is to achieve efficiency. Based on a blueprint, the setting of goals and objectives are considered important ingredients in curriculum implementation with its matching content and activities. The learning outcomes are evaluated as a change of behaviour indicates the measure of accomplishment.

Human behavior is learned, thus all behavior can be unlearned and new behaviors learned in its place. Behaviorism is concerned primarily with the observable and measurable aspects of human behavior. Therefore when behaviors become unacceptable, they can be unlearned. Behaviorism views development as a continuous process in which children play a relatively passive role. It is also a general approach that is used in a variety of settings including both clinical and educational.

Behaviorists assume that the only things that are real (or at least worth studying)
are the things we can see and observe. We cannot see the mind or the unconscious,
but we can see how people act, react and behave. From behavior we may be able to make inferences about the minds and the brain, but they are not the primary focus of the investigation. What people do, not what they think or feel, is the object of the study? Likewise the behaviorist does not look to the mind or the brain to understand the causes of abnormal behavior. He assumes that the behavior represents certain learned habits, and he attempts to determine how they are learned.

Example :Your objective is to change learners' individual attitudes: your goal/aim that at the end of your target certain time, students should be punctual, well discipline and academically competitive. But upon evaluation your objective was not realized, so therefore if there's no change, no accomplishment. So as a teacher you have to look for another technique /strategies in order to achieve your aim.

Therefore behavioral approach is the end view focuses on the need for behavioral objectives to serve as guides to instruction and to determine whether its desires ends are realized.

MANAGERIAL

The principal is the curriculum leader at the same time the instructional leader and general manager. The general establishes the direction of change and innovation. This approach is more concerned on organization and restructures the schools than the content, subject matter, methods

Principal as School manager, leader, supervisor and facilitator

Examples of responsibilities and functions:

*Shaping a vision of academic success for all students, one based on high standards.

*Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.

*Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision.

*Improving instruction to enable teachers to teach at their best and students to learn at their utmost.

*Managing people, data and processes to foster school improvement.

The school Principal shall:

1. Establish and promote high standards and expectations for all students and staff for
academic performance and responsibility for behavior.

2. Manage, evaluate and supervise effective and clear procedures for the operation and
functioning of the school consistent with the philosophy, mission, values and goals of
the school including instructional programs, extracurricular activities, discipline
systems to ensure a safe and orderly climate, building maintenance, program
evaluation, personnel management, office operations, and emergency procedures.
Ensure compliance with all laws, board policies and civil regulations.

3. Establish the annual master schedule for instructional programs, ensuring sequential
learning experiences for students consistent with the school's philosophy, mission
statement and instructional goals.

4. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.

6. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.

7. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.

8. Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.

9. Keep the Board advised of employees not meeting their contractual agreement.

10.Research and collect data regarding the needs of students, and other pertinent
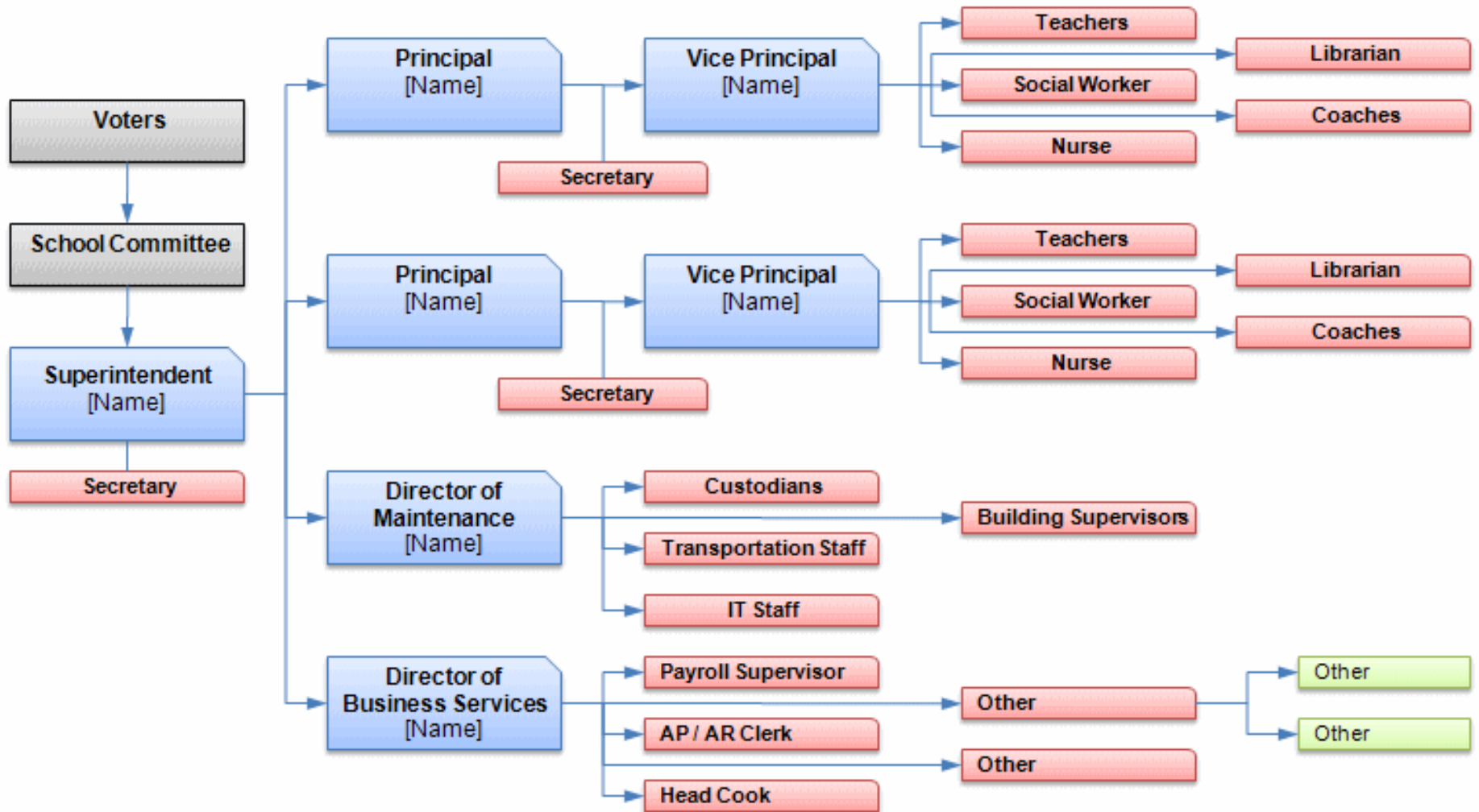**information.**

10. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings etc.

SYSTEMS

Based on the systems theory, the systems approach to curriculum development examines the parts of the total school district or school and how they relate to each other. The <u>organizational chart of the school represents a systems approach</u> and shows the line-staff relationship of school personnel and how decisions are made. To George Beauchamp, the systems theory of education sees the following to be of equal importance: administration, counselling, curriculum, instruction and evaluation.

Example of systems approach is the body of Org.

Sample School Organizational Chart

Voters → School Committee → Superintendent [Name]

Superintendent [Name] — Secretary

Principal [Name] → Secretary → Vice Principal [Name] → Teachers, Social Worker, Nurse
Vice Principal [Name] → Librarian, Coaches

Principal [Name] → Secretary → Vice Principal [Name] → Teachers, Social Worker, Nurse
Vice Principal [Name] → Librarian, Coaches

Director of Maintenance [Name] → Custodians → Building Supervisors
Director of Maintenance [Name] → Transportation Staff, IT Staff

Director of Business Services [Name] → Payroll Supervisor, AP / AR Clerk, Head Cook
Director of Business Services [Name] → Other → Other, Other
Director of Business Services [Name] → Other

The concept of system:

The system concept provides a framework for visualizing internal and external environmental factors as an integrated whole.

The system analysis is a way of identifying goals of any system and synthetically working out different steps to move towards the goal.

Systems approach :

is basically a process of problem solving; it can be applied to many areas in the field of education, such as instruction, research, management of educational institutions, curriculum development and so on. One may apply it to any problem situation as the process and the mode of thinking remains the same.

The input-process-output model of a system also brings out another dimension of the systems approach. It is a way of looking at things, processes or problems. Instead of attacking the problem in an arbitrary manner, the systems approach helps solve the problem systematically.

Systems approach can also be looked upon as a mode of thinking that emphasis problem identification and problem resolution. It enables an individual to define the problem precisely, consider the alternatives available and to choose the most efficient alternative (on the basis of the performance criteria) to solve the problem and achieve the goal(s).

The system approach in instruction is an integrated programmed complex of instructional media, hardware and personnel whose components are structured a single unit with a schedule of time and sequential phasing.

The system approach consists of main four foundations in Educational settings as under:

A.)Input:

*a contribution to something, especially comments or suggestions made to a group.

*something that enters a process or situation from the outside and is then acted upon or integrated.

B.). Process:

*a series of actions directed toward a specific aim.

*a series of natural occurrences that produce change or development.

C. Output:

*the act of producing

*creative or intellectual work produced by somebody

=*her literary output*

D. Feedback:

response: comments in the form of opinions about and reactions to something, intended to provide useful information for future decisions and development.

*the return of part of the output of a system to the input in a way that affects its performance.

So therefore, system approach is interrelated or interdependent to each other. Unable to exist or survive without each other.

*relying on mutual assistance, support, cooperation, or interaction among constituent parts or members. Since it is a tool to be used for solving educational problems more efficiently and effectively.

HUMANISTIC	This approach is anchored on progressive philosophy and child-centered movement. The learner is at the center of the curriculum. This approach believes that in the curriculum development the child is the prime consideration.

The best known example of humanistic thinking is
Abraham Maslow and his hierarchy of motivation. At the lowest level are physiological need s, at the highest self-actualization. Only when the lower needs are met is it possible to fully move on to the next level. A motive at the lower level is always stronger than those at higher levels (Jarvis, 2006).

The main components of the humanistic approach are that the lessons are Student-centred. Humanism allows students for social personal development. It takes pressure of the students as is not performance-oriented or test-dominated, this provides opportunity for success. The whole process is about Discovery.

Students are encouraged to go out there and find out information and it is up to them to decide which information they think is relevant. Ultimately, the teacher or guider must respect student's feelings and aspirations. In this orientation the basic concern is for the human potential for growth (Armitage et al, 2003).

Learning is not an end in itself; It is the means to progress towards the pinnacle of self-development, which Maslow terms 'Self-actualisation'. A child learns because he or she is inwardly driven, and derives his or her reward from the sense of achievement that having learned something affords. This would differ from the behaviourist view that would expect extrinsic rewards to be more effective. Extrinsic rewards are rewards from the world, e.g. praise, money, gold stars, etc. Intrinsic rewards are rewards from within oneself, rather like a satisfaction of a need. This accord with the humanistic approach, where education is really about creating a need within the child, or instilling within the child self-motivation. Behaviourism is about rewards from others.

Humanism is about rewarding yourself!

Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem),
 And to feel that they can set and achieve appropriate goals (high self-efficacy).
This form of education is known as child-centred, **and is typified by the child taking responsibility for their education and owning their learning.**
The behaviourists might advocate positive reinforcement such as praise, and punishment in the form of negative criticism.
Both praise and blame are rejected by the humanists.
Children can become addicted to praise, and put much effort into receiving praise from their teachers.
Such children will often work for the praise, and not work if their efforts go unnoticed.

Therefore as future educators, let us help and concentrate upon the development of the child's self-concept in preparation for their adult lives. If the child feels good about him or herself then that is a positive start.

*Feeling good about oneself would involve an understanding of ones' strengths and weaknesses, and a belief in one's ability to improve.

Thank you very much for listening
And
Have a wonderful evening to all...